

## SPACING

WE FORGET A LOT IF WE ONLY LEARN IT ONCE (CRAMMING). SPACING LEARNING OUT IN TIME HELPS US BETTER RETAIN NEW INFORMATION.



## TEACHING

WHEN WE TEACH MATERIALS TO OTHERS WE MAKE IMPORTANT LEARNING GAINS OURSELVES.



## MOTIVATION

WE BECOME MORE MOTIVATED TO LEARN WHEN WE CONNECT LEARNING OBJECTIVES TO OUR OWN PERSONAL GOALS.



## THOUGHT SUPPRESSION

IT IS VERY DIFFICULT TO GET OURSELVES NOT TO THINK OF SOMETHING. SO DON'T THINK "DON'T," THINK "DO."



## STRESS MINDSET

STRESS ISN'T ONLY BAD. THERE IS A SWEET SPOT WITH STRESS. A LITTLE CAN BE MOTIVATING AND A LOT CAN BE DEBILITATING.



## RETRIEVAL

TESTING OURSELVES (OR HAVING OTHERS TEST US) ON NEW INFORMATION HELPS US REMEMBER AND LEARN IT BETTER THAN JUST TAKING IT IN.



## ASKING WHY?

IF WE WANT TO REMEMBER KEY FACTS, THINKING THROUGH THE EXPLANATION FOR THOSE FACTS REALLY HELPS.



## DUAL CODING

WE REMEMBER AND TRANSFER MATERIAL BETTER IF WE ENCODE IT BOTH VISUALLY AND VERBALLY.



## SPLIT ATTENTION

IT'S HARDER TO PROCESS INFORMATION WHEN IT COMES AT US FROM MULTIPLE SOURCES AT ONCE. FINDING WAYS TO INTEGRATE MATERIAL CAN REDUCE COGNITIVE LOAD.



## PEAK END EFFECT

WE REMEMBER AND PLACE MORE IMPORTANCE ON THE END OF AN EXPERIENCE THAN ON THE EXPERIENCE AS A WHOLE.



## THE END IS NEAR

ONCE WE KNOW THE END IS NEAR WE TEND TO ACCELERATE OUR BEHAVIOR. KNOWING HOW MUCH TIME WE HAVE CAN HELP US PERFORM.



## LEARNING STYLES

WE HAVE LEARNING STYLE PREFERENCES BUT THERE IS LITTLE EVIDENCE THAT A GIVEN STYLE WORKS BEST. DEVELOPING A RANGE OF STYLES IS VERY GOOD.



## SELF-TALK

HOW WE TALK TO OURSELVES HAS POWERFUL COGNITIVE EFFECTS. ASKING OURSELVES QUESTIONS PROMPTS OUR BRAIN TO SOLVE THEM.



## EFFORT

WE TEND TO WORK HARDER IF OTHERS AROUND US ARE WORKING HARD AND IF OUR PERFORMANCE IS BEING OBSERVED OR TRACKED.



## NOTE TAKING

TAKING NOTES CAN HELP US REMEMBER AND PROCESS INFORMATION. BUT TAKING TOO MANY NOTES CAN BE DISTRACTING.



## ANY TRICK OF YOUR CHOICE

